



Suffolk
New
College

Suffolk New College

CAREERS STRATEGY

2025 - 2030



MISSION STATEMENT: SUFFOLK NEW COLLEGE CAREERS STRATEGY: WHAT IT MEANS FOR YOU

OUR MISSION FOR LEARNERS, FAMILIES AND EXTENDED SUPPORT NETWORKS IN OUR COMMUNITY

At Suffolk New College, we believe that every learner, whether starting their educational journey, returning to learning as an adult, or already in the workforce, deserves the chance to explore their future with confidence. Our Careers Strategy supports all learners, including school leavers, adult learners, and those seeking to upskill or reskill to advance in their careers or transition into new industries. It ensures every individual receives the guidance, opportunities, and personalised support they need for a positive outcome.

Our mission is to help all learners identify their strengths, understand the world of work, and make informed choices about their next steps. Whether that's employment, an apprenticeship, further study, or professional development. We provide tailored support for learners who may need additional help, ensuring that our careers programme is accessible, inclusive, and responsive to diverse needs.

We work closely with employers, embed careers education into the curriculum, and offer personalised support to ensure every learner receives the guidance they need. Parents, carers, and extended support networks are key partners in this journey, and we're committed to keeping you informed and involved.

WHAT YOU'LL FIND IN THE CAREERS STRATEGY

Here is a quick guide to what the full strategy covers:

What We Aim to Do

- Provide high-quality careers advice and guidance to every learner, including adults.
- Help learners build skills, confidence, and clear progression plans tailored to their goals.
- Support employers by helping their workforce upskill or retrain, and champion inclusive employment pathways for learners facing barriers.

How We Support Learners

- Careers education is embedded throughout the curriculum and adapted to meet the diverse needs of students, including those with inclusion needs, learning difficulties or disabilities or those with English as a second language where required.
- Learners engage with employers, participate in workshops, and explore real-world opportunities, with additional scaffolding in place for those who require it.
- Every learner has access to high-quality IAG, including one-to-one personalised careers guidance tailored to their ambitions and any additional support needs.
- Adult learners receive flexible guidance that supports career development, upskilling, or reskilling while balancing work and life commitments.
- Targeted support ensures disadvantaged learners and those with inclusion needs, learning difficulties or disabilities or those with English as a second language can fully take part in activities and progress successfully.

Key Events and Opportunities

- The ePASS Conference focuses on employability skills, including teamwork and leadership.
- Careers Festival: A week of employer-led activities across all subjects.

- Progression Event: Helps learners prepare for interviews, CVs, and next steps.
- Workshops: Industry-led workshops with employers in curriculum lessons.
- Industry Placement: The college works with employers to help offer work experience for learners.

Tools We Use

- **Grofar:**
Tracks career activities and progress.
- **ePASS+:**
A digital platform that helps learners reflect on and develop employability skills.
- **Pathways App:**
Offers up-to-date career and labour market information.
- **MyDay App:**
Supports communication with parents and carers.

How Parents and Carers Are Involved

- Parent and Carer events are designed to help families gain key information and resources.
- Access to labour market information and progression options.
- My day app to help keep parents and carers up to date on attendance and more.

How We Measure Success

- Regular feedback from college stakeholders, as outlined in our college strategy, ensures the strategy works for all learners.
- Tracking of employer engagement
- The Careers Strategy group will review, continually improve, and adapt to meet the evolving needs of learners, ensuring the program remains inclusive and effective.
- Termly Compass+ to review the careers program against the Gatsby Benchmarks
- Careers maturity model, annual review of the Careers program and IAG.
- Destination data



CAREERS STRATEGY

OUR COMMITMENT

Suffolk New College is committed to delivering an exceptional learner experience, ensuring that every learner is equipped with the knowledge, skills, and confidence to progress into meaningful employment, further study, training, or a positive outcome. This commitment applies to all learners, including adult learners and those already in employment who wish to upskill or reskill to meet the evolving needs of the industry and address local and national skills shortages.

Our Careers Strategy supports the College's Strategic Vision 2025–2030, aligning with our six strategic priorities and ensuring that learners are prepared to thrive in a rapidly changing world.

The Strategy is delivered through an annual Action Plan, which sets out key SMART objectives in each of the action areas. Strategy

OUR AIM

For all learners to receive high-quality Careers Education, Information, Advice and Guidance (CEIAG) during their time studying at Suffolk New College from a wide range of experienced staff in a variety of contexts. This includes supporting adults returning to education and individuals in work seeking professional development, upskilling, or reskilling opportunities. This is enhanced by embedding Careers information and employability skills development into the curriculum and utilising the experience of our industry expert teaching staff to prepare our learners for the world of work. The purpose of Careers Education is to support careers, progression, and positive outcomes for every learner, ensuring they can make informed decisions about their future.

The overarching purpose of our Careers Strategy is to empower all learners, school leavers, adults, and those in employment, to achieve meaningful progression and positive outcomes. Careers education is not only about preparing for first careers but also about supporting lifelong learning, adaptability, and resilience in a changing labour market.

BACKGROUND

Suffolk New College's CEIAG (Careers Education, Information, Advice and Guidance) programme is based on the Gatsby Foundation's Good Career Guidance benchmarks. These benchmarks provide a framework of eight guidelines that illustrate what makes the best careers provision in schools and colleges. Further information can be found at: www.goodcareerguidance.org.uk/the-benchmarks





KEY OBJECTIVES

- All learners have access to high-quality CEIAG (Careers Education, Information, Advice and Guidance) before applying for a course and throughout their time studying with us. We will ensure that learners are offered an accessible and stable careers programme where opportunities for advice and support are tailored to the needs of each learner.
- Destination data will be collected and analysed to measure the impact of careers provision and ensure learners progress into positive outcomes such as employment, further study, apprenticeships, or career advancement.
- Our strategy actively supports lifelong learning by offering guidance and opportunities for adults and those in employment to develop new skills aligned with labour market needs.
- The careers programme is available for learners, parents, and other stakeholders to view on our website. It will be regularly evaluated through feedback from learners, parents / carers, college staff, and employers as part of the evaluation process.
- Every learner will be able to access information about career paths and the labour market, which is also available through our Pathways app, embedded on our website.
- Every learner will receive advice and support tailored to their needs. The careers programme will incorporate equality, diversity, and inclusivity considerations, and it will be regularly reviewed to ensure these considerations are consistently maintained.
- Learners will have the opportunity to experience how their chosen subjects help people gain entry into various occupations.
- Learners will experience meaningful encounters with employers during their time at the College, both virtual and in person, to learn about the skills they need to develop for their chosen careers.
- All learners will be expected to undertake an industry placement or work-related learning as part of their study programme.
- Learners will receive information about the range of learning opportunities available to them, including Higher Education and Apprenticeships.
- The College Careers journey (Appendix 1) provides a full overview of the range of careers activities that learners can benefit from. Targeted and specialist support is available for learners who require more in-depth information, advice, and guidance and may include a 1:2:1 guidance interview where needed.

THE COLLEGE WILL ENSURE THAT:

- Careers Education, Information, Advice and Guidance is provided, as relevant, to learners and prospective learners via the Curriculum Team, Progress Tutors, the Study Support team, Student Services, and the School Liaison Officer.
- Applicants to the College will benefit from opportunities to engage in a range of activities and information as part of a programme of information, advice and guidance. These will include website information, invitations to Taster Events, the Future Skills Fair, transition events, and access to a wide range of subject specialists with up-to-date industry knowledge.
- Learners receive clear guidance on employment pathways and support from central teams (See the Careers journey – Appendix 1, and the Careers Calendar – Appendix 2).
- Steps to Success is the learners' induction programme and includes coverage of progression opportunities and careers pathways. Learners will generate an Individualised Learning Plan (ILP), and tutors will create their group profiles to identify starting points and career destinations for Learner Profiles, as well as the route to achieve these. In addition, 1:1 reviews with Progress Tutors will ensure that they have made the right choices; where this is not the case, information, advice, and guidance are provided for alternative choices, either within the college or externally.
- Learners will have the opportunity to attend industry- and course-specific external trips, and guest speakers will visit to deliver talks to students. The College hosts three main careers events each academic year, during which employers can engage with learners to discuss their career aspirations.
- Learners will be expected to undertake an industry placement and/or work-related learning as part of their program of study. The College sets a target of 315 hours, with a minimum of 30 hours allocated for this purpose, as appropriate.
- The College provides support and a range of activities to enable learners to find positive destinations, which include:
 - Information on options for further study at the college.
 - Provision of higher education fairs within college visits to other universities as part of their course.
 - Information regarding employment and apprenticeships is also available to ensure that all possible progression routes are offered to learners.



STRATEGIC PRIORITIES

1. INCLUSIVE CAREERS SUPPORT FOR ALL LEARNERS

CAREERS JOURNEY

High needs learners are classified as those who draw down additional funding to support their learning and have a range of additional strategies implemented to support their learning, progress and achievement.

We offer a tiered support model based on the Careers Journey:

- Pre-College Support: Open events, experience days, and online tools help learners choose the right course. Available to all learners, including adults and those seeking to upskill or reskill.
- Universal Support: Available to all learners, including adults and apprentices. Includes Grofar, ePASS, employer engagement, and PD curriculum.
- Targeted Support: Learners referred to IAG Assistants for additional help as needed.
- Specialist Support: Level 6 guidance for those requiring intensive support.

Not all learners will need targeted or specialist support after universal provision. This staged model ensures that resources are directed where they are most needed, while maintaining access for all.

This approach strengthens:

- Benchmark 3: Addressing the Needs of Each Pupil. The staged model ensures differentiated support, those with inclusion needs, learning difficulties or disabilities or those who with English as a second language, and underrepresented groups.
- Benchmark 8: Personal Guidance. Specialist Level 6 guidance is available for learners requiring intensive support.
- Benchmark 1: A Stable Careers Programme. The model is embedded and consistently applied across the college.

Not all learners require the same level of support. This model ensures resources are used effectively while maintaining access for all. It promotes equity and ensures no learner is left behind.



LEARNER VOICE & HEAT MAPS (NEW FOR 2025/26)

To ensure our careers programme is guided by learner voice, we are introducing heat maps:

- Careers & Employability Heat Map: Captures learner feedback on the relevance, accessibility, and impact of careers activities across departments.
- Labour Market Information (LMI) Heat Map: Gathers learner understanding and use of LMI to inform future planning and parental engagement resources.

These tools will help us:

- Identify gaps in provision and areas of strength from the learner's perspective.
- Ensure activities are responsive to learner needs, aspirations, and progression goals.
- Strengthen our commitment to inclusion by amplifying the voices of those with inclusion needs, learning difficulties or disabilities or those with English as a second language and underrepresented learners.

This approach strengthens:

- Benchmark 1: A Stable Careers Programme. The introduction of heat maps for careers and LMI reflects a structured, strategic approach to evaluating and improving careers provision. It embeds learner feedback into the programme's design and review cycle.
- Benchmark 2: Learning from Career and Labour Market Information. The LMI Heat Map helps assess how well learners understand and use LMI, guiding improvements in how LMI is taught and shared with learners and parents.
- Benchmark 3: Addressing the Needs of Each Pupil. By capturing learner voice, the heat maps ensure career activities are tailored to individual needs and aspirations.



2. CURRICULUM INTEGRATION & GATSBY BENCHMARKS

At Suffolk New College, we are committed to embedding careers education directly into the curriculum, not as an add-on, but as a core component of every learner's journey. This ensures that learners understand the relevance of their studies to the world of work and are better prepared for progression into employment, further study, or training.

- **Employer-Led Workshops & Co-Designed Projects:** Curriculum teams collaborate with employers to deliver real-world learning experiences that reflect current industry practices.
- **Curriculum Planning Informed by Employers:** Industry input is sought during curriculum planning meetings to ensure course content reflects sector needs and future skills demands.
- **Industry Advisory Boards:** These boards provide strategic insight into sector trends, skills gaps, and emerging opportunities, helping shape curriculum delivery and careers provision.
- **Feedback to Employers:** We commit to closing the loop by sharing how employer input has influenced curriculum changes, ensuring mutual value and sustained engagement.

This approach strengthens:

- **Benchmark 1: A Stable Careers Programme.** Careers education is embedded across departments, planned consistently, and reviewed on a termly basis.
- **Benchmark 4: Linking Curriculum Learning to Careers.** Employer input ensures curriculum relevance and real-world application. Curriculum teams embed careers into schemes of learning.
- **Benchmark 5: Encounters with Employers and Employees.** Curriculum-integrated engagements count toward the 3-per-year target, ensuring consistent exposure to industry



3. EMPLOYER ENGAGEMENT & INDUSTRY PARTNERSHIPS

The Industry Partner Programme at Suffolk New College is a strategic initiative designed to build meaningful, long-term relationships between the college and employers across a wide range of sectors. Through this programme, employers actively contribute to the development of the curriculum, deliver impactful careers and employability activities, and support learners in gaining real-world insights and experiences.

Through our Industry Partner Programme, employers actively contribute to curriculum development and careers activities. This includes supporting adult learners and those already in work to access upskilling and reskilling opportunities, helping address skills shortages and meet local economic priorities. Teams, therefore, should work towards developing external links with organisations and employers to help inform the curriculum and share their experience with learners to support their development.

Benefits to Learners:

- Access to up-to-date industry knowledge and expectations
- Development of employability skills aligned with real-world demands
- Increased confidence and clarity in career decision-making
- Enhanced progression opportunities into employment, training, or further study

Our Industry Partner Programme is central to our careers delivery. We aim to:

- Ensure 80% of partners deliver at least 3 engagements per year.
- Use Grofar to track interactions and sector coverage.
- Align employer input with curriculum planning and Careers events
- Use annual surveys to gather feedback and improve provision.

Employer engagement is vital for preparing learners for the world of work. It builds sector awareness, develops employability skills, and strengthens curriculum relevance. Tracking ensures consistency and accountability.

This approach strengthens:

- Benchmark 5: Encounters with Employers and Employees ensures learners have multiple, high-quality interactions with employers.
- Benchmark 6: Experiences of Workplaces facilitates industry placements, visits, and projects.
- Benchmark 4: Linking Curriculum Learning to Careers, employer input into curriculum planning enhances relevance and real-world application.

3. ROBUST DATA & IMPACT MEASUREMENT

We will embed the Grofar Careers Module to systematically capture and analyse careers activity across the college. This includes:

- Learner-Level Tracking: Engagements, feedback, ePASS skills, Gatsby Benchmark coverage.
- Curriculum Insights: Employer engagement by subject, skill gaps, and curriculum alignment.
- Employer Analytics: Frequency, sector representation, and repeat engagement.
- Quality Assurance: Feedback loops from learners, tutors, and employers.

Area	What we track	Why it matters
Learner-Level Engagement	Number/type of engagements, ePASS skills, Gatsby coverage, feedback	Ensures every learner receives meaningful career input and identifies those needing more support
Curriculum Area Insights	Employer engagement by subject, skill development, and Benchmark 4 coverage	Helps curriculum teams tailor provision and identify gaps
Employer Engagement Analytics	Frequency, sector, repeat partners	Strengthens strategic partnerships and ensures sector diversity
Gatsby Benchmark Coverage	% of learners and activities mapped	Ensures compliance and quality across all benchmarks
ePASS Skills Development	Most/least developed skills, gaps	Aligns with employability priorities and informs PD curriculum
Careers Programme Responsiveness	Tailored activities, LMI alignment, learner voice	Ensures relevance and learner-centred delivery
Impact & Quality Assurance	Feedback, tutor reflections, progression data	Drives continuous improvement and evidences impact

This data will inform reviews on the directorate level and the annual careers action plan review. This will be shared with SLT and governors, ensuring transparency and continuous improvement. Robust data ensures that careers provision is equitable, impactful, and responsive. It allows for strategic planning, identifies gaps, and supports continuous improvement through evidence-based decision-making. This approach strengthens:

- Gatsby Benchmarks 1: A stable careers Programme, Grofar enables consistent tracking and reporting, ensuring the programme is structured, monitored, and evaluated.
- Benchmark 3: Addressing the Needs of Each Learner. Data helps identify learners who are at risk of missing key engagements, enabling targeted interventions.
- Benchmark 8: Personal Guidance – Tracking learner journeys supports timely referrals to Level 6 guidance where needed.



4. CROSS COLLEGE CAREER EVENTS

Suffolk New College delivers a dynamic and inclusive careers programme. We also have three major cross-college events that bring together learners, employers, and curriculum teams to support progression, employability, and career readiness.

- **ePASS Conference**

A cross-college event focused on our ePASS skills delivered by our Industry Partners

This event focuses on employers delivering workshops on the following employability skills to help learners develop these: Stand Out from the Crowd, Teamwork & Communication, Positive Work Ethic, Leadership, Self-Management

This strengthens:

- **Benchmark 3: Addressing the Needs of Each Pupil.** This benchmark ensures that careers provision is tailored to the individual needs of learners, including those with inclusion needs, learning difficulties or disabilities or those with English as a second language, or other support requirements. The ePASS Conference offers differentiated workshops that enable learners to engage with employability skills at their own pace and level.

- **Benchmark 5: Encounters with Employers and Employees.** Learners participate in workshops led by real employers, gaining direct insight into workplace expectations and industry standards.

- **Benchmark 6: Experiences of Workplaces.** While not a physical placement, the conference simulates workplace scenarios and skill development, offering learners a taste of professional environments.

- **Careers Festival**

Week-long event celebrating careers across all curriculum areas, which includes employer engagement tailored to subject areas and cross-college workshops delivered by our Industry Partners.

This strengthens:

- **Benchmark 1: A Stable Careers Programme.**

The Careers Festival is a planned, structured, and embedded part of the college's annual careers calendar, demonstrating consistency and strategic intent.

Benchmark 4: Linking Curriculum Learning to Careers. Employers collaborate with curriculum teams to deliver sessions that connect subject content to real-world applications, enabling learners to understand how their studies relate to future careers.

Benchmark 5: Encounters with Employers and Employees Learners engage with multiple employers across different sectors, gaining varied perspectives and insights into career pathways.

- **Progression Event**

This event is aligned with the progression interviews. We offer cross-college workshops, delivered by industry partners, that focus on helping learners prepare for the next steps, such as interview skills and CV workshops, among others. We host a progression fair where employers have the opportunity to engage with learners and share current live opportunities for when they finish their college course.

This strengthens:

- **Benchmark 3: Addressing the Needs of Each Pupil.** Workshops are tailored to support learners at different stages of readiness, including those progressing to higher education, apprenticeships, or employment.
- **Benchmark 7: Encounters with Further and Higher Education.** Learners engage with employers and training providers offering progression routes, helping them make informed decisions about their next steps.
- **Benchmark 8: Personal Guidance.** The event complements one-to-one progression interviews and personal guidance, reinforcing advice with practical, employer-led support.



5. EPASS & PROFESSIONAL DEVELOPMENT

ePASS is an employability skills platform developed by the college which provides learner the opportunity to develop and record their employability progression. Although ePASS activity is captured across a learner's study programme, the Professional Development curriculum aims to support with ePASS-centric sessions/experiences.

We utilise our ePASS+ platform, a digital platform that leverages AI technology to help learners develop their ePASS skills. This platform guides learners through a series of activities, e-learning and reflection. Our ePASS Platform also supports interviews and CV development. We have introduced the Careers Module on the Grofar platform, which allows us to track our learners' development of ePASS skills.

This strengthens:

- **Benchmark 1: A Stable Careers Programme.**
A structured programme that is embedded, evaluated, and known by learners, parents, teachers, and employers.
- **Benchmark 3: Addressing the Needs of Each Pupil.** Systematic records of learners' needs, interests, and career aspirations are used to tailor provision.
- **Benchmark 4: Linking Curriculum Learning to Careers.** All subject teachers link curriculum learning with careers.





6. LEADERSHIP, GOVERNANCE AND CONTINUOUS IMPROVEMENT

At Suffolk New College, our careers provision is underpinned by strong leadership, collaborative governance, and a commitment to continuous improvement. This ensures that our strategy remains responsive, inclusive, and aligned with both learner needs and labour market demands.

GOVERNOR FOR CAREERS

We are proud to have a dedicated Governor for Careers, who also serves as the Chair of the Corporation. This role provides high-level oversight and advocacy for careers education, ensuring it remains a strategic priority at the board level.

PURPOSE & BENEFITS

- Champions' careers provision across governance and leadership forums
- Ensures alignment with the College Strategic Plan and Gatsby Benchmarks
- Supports accountability, transparency, and strategic investment in careers

SUPPORTS GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

This benchmark requires a structured and well-managed careers programme. Having a Governor for Careers ensures that careers education is embedded in governance and strategic planning.

CAREERS STRATEGY GROUP

The Careers Strategy Group meets termly and includes:

- Chair of Industry Partners
- Careers Hub representative
- Enterprise Advisor
- Directors and Deputy Principal
- Members of SLT
- Head of Careers and Employer Engagement
- Curriculum and business support staff

PURPOSE & BENEFITS:

- Provides strategic oversight and cross-college collaboration
- Reviews key data and reviews priorities.
- Aligns careers provision with Gatsby Benchmarks

SUPPORTS GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

The group ensures the programme is consistently reviewed, improved, and aligned with national standards.

HEAD OF CAREERS AND IAG TEAM

The head of Careers and Employer engagement leads on the careers provision and owns the Careers Strategy at Suffolk New College. The careers team includes IAG Assistants and support staff embedded within the student services team.

PURPOSE & BENEFITS:

- Delivers universal, targeted, and specialist support
- Coordinates employer engagement, careers events, and tracking
- Ensures learners receive personalised guidance and progression planning

SUPPORTS GATSBY BENCHMARK 8: PERSONAL GUIDANCE

This benchmark highlights the importance of individualised careers advice. The careers team ensures learners have access to Level 6 guidance and tailored support when needed.



QUALITY STANDARDS

We maintain high standards through:

- Matrix Accreditation. Reviewed annually to ensure quality in IAG delivery
- Compass Tool. Used to assess Gatsby Benchmark coverage and progress
- Careers Maturity Model. Completed annually to identify strengths and gaps

PURPOSE & BENEFITS

- Provides external validation and benchmarking of careers provision
- Supports strategic planning and continuous improvement
- Ensures learners receive high-quality, impactful careers support

SUPPORTS GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

Quality assurance tools ensure the programme is evaluated, improved, and aligned with national standards.

CONTINUOUS IMPROVEMENT

We embed a culture of reflection and development through:

- Annual review of the Careers Maturity Model
- Termly Strategy Group meetings and subgroups
- Learner voice captured via surveys and heat maps
- Alumni feedback to inform inclusive practice and inspire current learners

PURPOSE & BENEFITS

- Ensures the careers programme evolves with learner needs and industry trends
- Promotes transparency, accountability, and responsiveness
- Strengthens learner outcomes and progression pathways

SUPPORTS GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

Continuous improvement ensures that careers provision is inclusive, personalised, and responsive to the diverse needs of learners.



7. PARENTS AND CARERS

Parent/carers have an important role in their child's career development. The College has a programme of events to allow learners and their parents the opportunity to explore a variety of progression options. Some of these events include Parent and Carer events, the Myday app and a new parent strategy developed for the academic year 25/26.

This strengthens:

- **Benchmark 1: A Stable Careers Programme.**
The inclusion of parent/carer events, the Myday app, and a dedicated parent strategy ensures that families are informed and actively involved in the careers programme.
- **Benchmark 2: Learning from Career and Labour Market Information (LMI)-** The new parent strategy and LMI resources developed for academic year 25/26 help families understand local and national labour market trends, enabling them to make informed decisions.
- **Benchmark 3: Addressing the Needs of Each Pupil:** Engaging parents and carers helps identify and respond to individual learner needs, especially for those requiring additional support or facing barriers to progression.





CAREERS FOR APPRENTICESHIPS AND ADULT LEARNERS

Suffolk New College is committed to ensuring that apprentices and adult learners receive high-quality, age-appropriate and industry-relevant Careers Education, Information, Advice and Guidance. While apprentices and adult learners have full access to universal college support, including one-to-one IAG, Student Services, and digital careers tools, we recognise that their career development needs differ from those of full-time study programme learners.

Many apprentices and adult learners are already in the workplace, balancing employment, family responsibilities, industry expectations, and professional development goals. For this reason, our careers provision must be flexible, relevant, and tailored to the realities of working life.

CURRICULUM COORDINATION FOR APPRENTICES AND ADULTS

To strengthen this offer, the College has a dedicated Curriculum Coordinator for Personal Development for Apprenticeships and Adult Learning. This role will:

- Lead the design and delivery of Personal Development and Career Readiness specifically for apprentices and adult learners.
- Enhance our offer of Continuing Professional Development (CPD), ensuring learners have access to high-quality, relevant training that supports their career progression.
- Work closely with employers through Industry Advisory Boards to map career pathways, identify skills needs, and ensure learners develop the employability and professional behaviours required in their sectors.
- Ensure that personal development content is age-appropriate, workplace-appropriate, and aligned with industry expectations, supporting apprentices and adult learners to thrive in their careers.

Focus	Action	Success Indicators	Owner
The percentage of apprentices/adults who engage with PD curriculum or CPD modules is increased across the academic year.	Continue to ensure all learners access a high-quality, age-appropriate PD curriculum that builds the knowledge, skills and behaviours needed for life in modern Britain.	Attendance to PD sessions, with a focus on Access to H.E, requires attendance of at least 70% per half term.	Head of PD and enrichment/ CC of PD and Enrichment for Adults and Apprentices
The number of learners accessing digital tools is consistent throughout the academic year.	Signposting of Pathway 3 and Pathway 4 adults to online PD platforms and sessions.	Engagement of online PD modules and completed questionnaires.	Progress Tutors/ Progress Coaches
Feedback	Initial feedback given and support planned through the adult ILP. The Adult Learner Survey is completed partway through the academic year.	Learner satisfaction scores for questions related to Personal Development (PD) curriculum topics are in excess of 90%	Head of PD, CC of PD and Enrichment for Adults and Apprenticeship Manager
There are three CPD/ PD modules delivered specifically for apprentices/adults linking to core ePASS skills and safeguarding units.	Three Core Units will be delivered across the different PD pathways. This is differentiated for each course. Unit 1: Safeguarding. Unit 2: Career Planning and Progression. Unit 3: Living in Modern Britain.	A minimum expectation of 90% pass rate in the Safeguarding unit assessment. 100% of Personal Development (PD) lessons to be up to date with legislation and case studies (evidenced via SOLA audit and lesson observations).	CC of PD and Enrichment for Adults and Apprentices/ Apprenticeship Manager

SUPPORTING CAREER PROGRESSION AND EMPLOYABILITY

Through this strengthened provision, apprentices and adult learners will have access to:

- Progression IAG tailored to those in work or returning to work.
- Guidance on CPD, retraining opportunities, and sector-specific career routes.

- ePASS and Grofar tracking are adapted to reflect the professional skills and behaviours expected in workplace environments.
- Employer-integrated activities, workshops, and events that support advancement within their chosen industries.

This tailored approach ensures that apprentices and adult learners are equipped with the confidence, knowledge, and skills to progress in their employment, transition into new roles or sectors, and achieve long-term career success.



SUFFOLK NEW COLLEGE CAREERS ACTION PLAN (2025–2026)

Aligned with Strategic Plan | Meeting Skills Needs | Careers for All | Focused on Impact

SUMMARY:

Suffolk New College Careers Action Plan for 2025 - 2026 is a framework designed to deliver on the College's Careers Vision: "An inclusive, impactful, and responsive careers strategy that supports every learner in achieving meaningful progression into employment, further study, or training."

This action plan directly supports the three key aims outlined in the Careers Strategy:

1. MEETING SKILLS NEED AND STAKEHOLDER ENGAGEMENT

The plan embeds employer engagement across the curriculum and uses labour market intelligence to inform delivery. It creates strategic partnerships and co-designs learning experiences with industry.

2. ACTION ON INCLUSION – CAREERS FOR ALL

It ensures equitable access to career support through inclusive events, targeted interventions for underrepresented groups, and personalised tracking. It celebrates diverse learner journeys and ensures all learners benefit from employer engagement.

3. ACTION ON IMPACT

The plan includes SMART objectives, robust tracking via Grofar, and feedback mechanisms from learners, alumni, and employers. It aligns with Gatsby Benchmarks and commits to continuous improvement through annual reporting and strategic reviews.





ACTION PLAN HIGHLIGHTS BY STRATEGIC AIM

MEETING SKILLS NEED AND STAKEHOLDER ENGAGEMENT

- Section 1: Learner Success – Employer encounters and co-designed workshops align curriculum with industry needs.
- Section 2: Stakeholders – Industry Partner programme and alumni feedback strengthen employer relationships, and raise aspirations of current and future learners.
- Section 6: Meeting Skills Needs – Employer involvement in curriculum planning and major events (ePASS, Careers Festival, Progression Event) directly responds to local skills priorities.

ACTION ON INCLUSION – CAREERS FOR ALL

- Section 1: Learner Success – Inclusive employer encounters and curriculum projects support learners with diverse needs.
- Section 2: Stakeholders – Alumni feedback captures diverse journeys and informs inclusive practice.
- Section 5: Growth & Diversification – Events and workshops in the curriculum are designed to be accessible to all learners, including those from disadvantaged backgrounds, those with inclusion needs, learning difficulties or disabilities or those who have English as a second language (ESOL).
- Section 6: Meeting Skills Needs – Differentiated workshops and inclusive festival content ensure all learners are represented.

ACTION ON IMPACT

- Section 3: Sustainability – Careers Maturity Model and Strategy Group meetings embed continuous improvement.
- Section 4: Technology – Grofar and ePASS+ enable personalised tracking and digital engagement.
- Section 5: Growth & Diversification – Annual Careers Impact Report and employer-led events support transparency and accountability





1. LEARNER SUCCESS: EMBEDDING CAREERS IN THE CURRICULUM

Action	Measure	Impact	Owner
Ensure all learners have at least 3 encounters with an employer per academic year. These encounters should be relevant to the learners within that curriculum area. These encounters are designed to support learners in gaining knowledge to help them take their next best steps them.	100% of Careers activities to be uploaded in each curriculum area and termly reports to review employer engagements.	Ensuring all learners have at least three employer encounters per academic year, supported by termly reporting of careers activities, will: Enhance student employability by exposing them to diverse industry insights and expectations. Strengthen curriculum relevance through real-world connections, aligning with Gatsby Benchmark 5 and reinforcing Benchmark 4. Improve tracking and accountability via Grofar, enabling data-driven decisions and targeted support. Support strategic planning by identifying gaps in employer engagement across curriculum areas.	Directors
Co-design curriculum projects or workshops with employers	Directors to ensure that employer-led workshops or projects are embedded into the curriculum. All Curriculum teams should include this on their scheme of work (SOLA).	Provides real-world, accessible learning experiences. Encourages creativity, problem-solving, and industry awareness for all learners, including high achievers and those with additional needs.	Directors

2. STAKEHOLDERS: STRENGTHENING EMPLOYER AND ALUMNI ENGAGEMENT

Action	Measure	Impact	Owner
Expand the Industry Partner programme	Ensure that 80% of industry partners deliver at least three engagements per academic year.	Broadens sector representation, ensuring learners from all pathways access relevant employer insights.	Head of Careers and Directors
Use Grofar to track Career and employability activity delivered by employers	All teams to be trained on the Careers Grofar platform. Clear communication from directors on who shall be logging activities on Grofar.	Enables targeted support for learners with fewer encounters. Ensures no learner is left behind in accessing employer engagement.	Head of Careers, Partnership manager and directors
Launch alumni feedback initiative and Alumni marketing campaign.	An alumni survey will be sent out; each curriculum team is expected to gain at least two responses to this survey. This will then provide us with a number of responses across all curriculum areas. This survey response will be reviewed by the Careers Strategy group in the academic year 2025/26. The head of Careers and Employer engagement to work with the marketing team to develop videos from our Alumni that focus on: What our Alumni are doing now and how SNC helped to prepare them for the world of work.	Captures diverse learner journeys, including those from underrepresented groups. Informs inclusive practice and celebrates success stories that inspire current learners. The marketing campaign will help show our learners the progression routes of our Alumni, aiming to inspire both current and future learners.	Head of Careers

3. SUSTAINABILITY: BUILDING A SUSTAINABLE CAREERS PROGRAM

Action	Measure	Impact	Owner
Implement the Careers Maturity Model	Complete the Careers Maturity model sent by the Careers Hub and review it yearly. Any actions to be documented, and an additional action plan created.	Identifies gaps and strengths across departments. Supports sustainable, inclusive development of career provision.	Head of Careers
Termly Careers Strategy Group meetings	Termly meetings- at least 3 per academic year. Some subgroups may be formed for the maturity model or to review survey responses.	Embeds a culture of reflection and continuous improvement. Ensures all learner groups are represented in strategic planning.	Director of Adult and Apprenticeships and Head of Careers
Use Industry Partner survey feedback	Annual survey aiming for a 60% response rate to ensure we gain rich feedback to develop careers provision.	Implementing an annual Industry Partner survey with a targeted response rate of 60% will provide valuable, representative feedback to inform and enhance the careers provision. This data-driven approach will help identify strengths and areas for improvement, develop stronger employer relationships, and ensure the careers programme remains responsive to industry needs, ultimately benefiting learner outcomes and progression. We must update our Industry Partners after reviewing this information in the Careers Strategy Group.	Head of Careers



4. TECHNOLOGY: LEVERAGING DIGITAL TOOLS FOR CAREER DELIVERY

Action	Measure	Impact	Owner
Embed Grofar Careers and CRM and tracking	100% of learners have 3+ employer engagements logged or external agencies where appropriate.	Enables personalised tracking and targeted interventions. Supports learners who may need additional encouragement or access to opportunities.	Directors, Curriculum teams, and Head of Careers.
Promoting the ePASS+ platform to help learners understand how it can support their employability and ePASS development.	ePASS+ is promoted in the PD curriculum. Postcards were developed to be handed out during Steps to Success Week, providing learners with a visual reminder of ePASS and easy access to their profile. This shall also be added to the MyDay app.	Enhances learner awareness of digital employability tools by embedding ePASS+ as a core part of their personal development journey. Supports self-reflection and goal setting, helping students track progress and articulate skills aligned with employability frameworks. Strengthens Gatsby Benchmark 3 (addressing the needs of each pupil) by personalising career development through digital means.	Head of Careers, Head of Personal Development and student enrichment, Linked tutors.



5.GROWTH & DIVERSIFICATION: EXPANDING CAREER OPPORTUNITIES

Action	Measure	Impact	Owner
Publish an Annual Careers Impact Report	Report shared with SLT and governors	Demonstrates the value of careers provision across all learner groups. Informs strategic planning, celebrates inclusive success, and supports accountability and transparency.	Head of Careers and employer engagement
Increase employer-led events and workshops for the college-wide careers events. The Employer Engagement team will continue to promote supported internships to our Industry partners.	College-wide activities already take place at the Rural and Ipswich campuses, and as a team, we plan to expand these to our Halesworth campus, working with the head of centre to ensure they are supportive and relevant for the learners.	Expands access to diverse, engaging experiences. Events will be designed to be inclusive and accessible to all learners.	Head of Careers and employer engagement and curriculum teams
Promote progression pathways through events. The curriculum team continue to work with their learners to help them understand the Careers IAG support available to them. Including Adults, apprenticeships and disadvantaged learners. Support has also now been put in place to support learners with UCAS if they have any barriers.	3 major events annually: ePASS Conference, Careers festival and Progression Pathway	Learners gain clarity and confidence in their next steps. Events will include differentiated support for learners progressing to HE, apprenticeships, supported employment, or independent living.	Head of Careers and Employer Engagement



6. MEETING SKILLS NEEDS: ALIGNING WITH LOCAL AND NATIONAL PRIORITIES

Action	Measure	Impact	Owner
ePASS Conference (Oct) Careers Festival (Jan) Next Steps Progression Event (May)	Employer-led employability workshops aligned to ePASS skills, an Apprenticeship and progression fair for employers to engage with learners for their talent pipeline All curriculum areas participate in employer engagement during the Careers Festival Week.	Builds core employability skills for all learners. Workshops will be differentiated to meet the needs of learners at all levels. The Careers Festival celebrates the world of work, ensuring that learners with inclusion needs, learning difficulties or disabilities or those with English as a second language, or high aspirations all find relevant and engaging content.	Head Of Careers and Employer Engagement
All directorates are to include employer involvement in curriculum planning.	Evidence of employer input is documented in curriculum planning meetings across all directorates, and feedback on employers' developments is provided from this day on.	Enhances curriculum relevance by aligning learning outcomes with current industry needs and future skills demands. Strengthens Gatsby Benchmark 4 by embedding employer engagement into the curriculum structure. Exposure to real-world expectations and sector-specific insights improves learner preparedness for the workplace. Develops strategic partnerships with employers, increasing opportunities for work-based learning, guest lectures, and co-designed projects. Supports continuous improvement through regular feedback loops between educators and industry professionals.	Directors

CAREERS Journey

We have a team to support you with your future aspirations

Pre-College

Support students get before their course



Experience day



Taster Day



School
Liaison Team



Prospectus /
Website

Universal SUPPORT

Available for all students and apprentices



Individual
Learning Plan



Career
pathway tool
on website



Careers
Portal



ePaSS
Tutorial



My SNC



Careers
festival week



Employer
engagement



Personal
Development



ePASS



Vocations
Tutors /
Trainers



Grofar



Experiences
of the
workplace



Industry
Placement



Progression
Interviews



Progression
Fair

Targeted SUPPORT

Students and apprentices are referred or signposted for further support dependent on need



Apprenticeship
Team



Access to Advice &
Guidance assistants

SPECIALIST SUPPORT

Students and apprentices still require a specialist careers guidance appointment



Specialist
Careers Advice

SUFFOLK NEW COLLEGE

CAREERS PROGRAMME 2026/2027

CAREERS ADVICE AND GUIDANCE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
College Open Events			●	●	●			●		●		
School Liaison Support	●	●	●	●	●	●	●	●	●	●	●	●
Careers Information, Advice and Guidance	●	●	●	●	●	●	●	●	●	●	●	●
Industry Information via Vocational Tutor	●	●	●	●	●	●	●	●	●	●	●	●
'Switch' Transfer Event		●	●									
Personal Development Tutorials with Progress Tutor		●	●	●	●	●	●	●	●	●	●	
Annual Reviews for students with EHCPs	●	●	●	●	●	●	●	●	●	●	●	●
College Experience Days											●	●
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EMPLOYABILITY SUPPORT	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
Careers festival						●						
Encounters with Employers and Labour Market Information*		●	●	●	●	●	●	●	●	●	●	
Interview Support						●		●	●	●	●	●
CV Support	●	●	●	●	●	●	●	●	●	●	●	●
Experience of workplaces		●	●	●	●	●	●	●	●	●	●	

HE PROGRESSION	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
UCAS Advice incl. clearing		●	●	●	●	●				●		
Aspiring to HE including Financial and accommodation advice	●	●	●	●	●	●	●	●	●	●	●	●

CAREERS EVENTS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
National Careers Week								●				
National Apprenticeships Week							●					
Progression Week										●		
ePASS Conference			●									
Careers festival						●						
Progression Event										●		



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